

ASTORIA

BUSINESS

COLLEGE

Astoria Oregon

Neal Hemela



Road Along the Necanicum.

PROSPECTUS
of
THE ASTORIA INTERNATIONAL
BUSINESS COLLEGE

The Leading Business
Training School in Oregon



PYTHIAN BUILDING
ASTORIA :: OREGON

Established 1912

*Success is not in holding a good hand,
But in playing a poor hand well.*

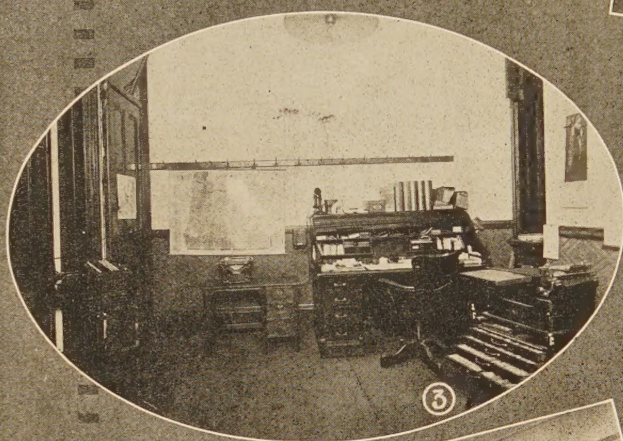
ASTORIA BUSINESS COLLEGE



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1. Interior View of College Bank and Offices.
2. Reception Hall.
3. Sectional View of Office.
4. Glimpse of Shorthand Department.

5. Views of Business and Actual Business Department.
6. Typewriting Department.
7. Private Recitation Room.
8. Another View of Business and Actual Business Dept.

IN ADDITION THERE ARE A PRIVATE OFFICE, SEPARATE CLOAK ROOMS, WASH ROOMS, ETC. MODERN APPOINTMENTS.

Astoria

"See Naples and die." "See the Hudson and live."
But the majestic Columbia eclipses them both.

Whether a lover of natural scenery or not, one is charmed by the picturesque setting of the city founded by John Jacob Astor at the confluence of three rivers, in sight of the Pacific Ocean, on the south bank of the mighty Columbia, surrounded by forests primeval of unrivaled, rich luxuriance, with a background of hills and mountains, in a section free from cold, heat, drouth, cyclones, tornadoes,—a perpetual summerland paradise—where strawberries ripen a second time in the fall and roses bloom the year around. When the thermometer registers 40 below east of the Rockies, it is 60 above at Astoria, and midwinter ocean bathing parties are not infrequent. When the temperature reaches 110 in the hinterland, it is 70 to 80 at Astoria from where the most beautiful beaches in the wide world are reached in a short run by train, or more gloriously by auto, over spectacular roads through dense forests of giant trees.

Astoria is backed by 70 billion feet of standing timber in Clatsop County alone: by its fishing industry yielding three millions of dollars or over, annually—a crop that never fails: by its compelling demand for recognition as a seaport, with its ninety odd square miles of harbor—the only fresh water haven on the Coast—reached by a down grade haul from everywhere—the natural outlet of an Inland Empire twice greater than that of Seattle, San Francisco and Los Angeles combined.

There are now thirty-six feet and soon will be forty feet of water on the bar at low tide, sufficient to float very comfortably, the *Imperator*, which draws more water than any other vessel that sails the seas. The shipping of the world is an imminent sequence. And Astoria means business. It anticipates and is even now ready for the first demands of the great commerce coming to the Columbia. The Port of Astoria has expended nearly a million dollars in the construction of the greatest municipally-owned docks on the Pacific Coast. The most modern loading apparatus, coal, fuel oil, water, dispatch, safety, already provided, will soon be followed by grain elevators, cold and hot storage, etc., the whole setting a splendid new standard in dock construction, offering one and a quarter miles of water front, enough to accommodate eight or more at one time, of such floating palaces as the Northern Pacific and the Great Northern. The first vessel to use the dock left Astoria on August 16, carrying a thousand tons of freight for New York City. These docks are merely curtain raisers; others will speedily follow.

The tax-payers have recently authorized the construction of self-propelling, Astoria-owned vessels to carry freight from the Inland Empire to the sea. Our large flour mill which has been recently constructed and which is running full capacity, has branched out into the export business, having already engaged vessels to bring wheat to the mouth of the river for trans-shipment to the ports of the world.

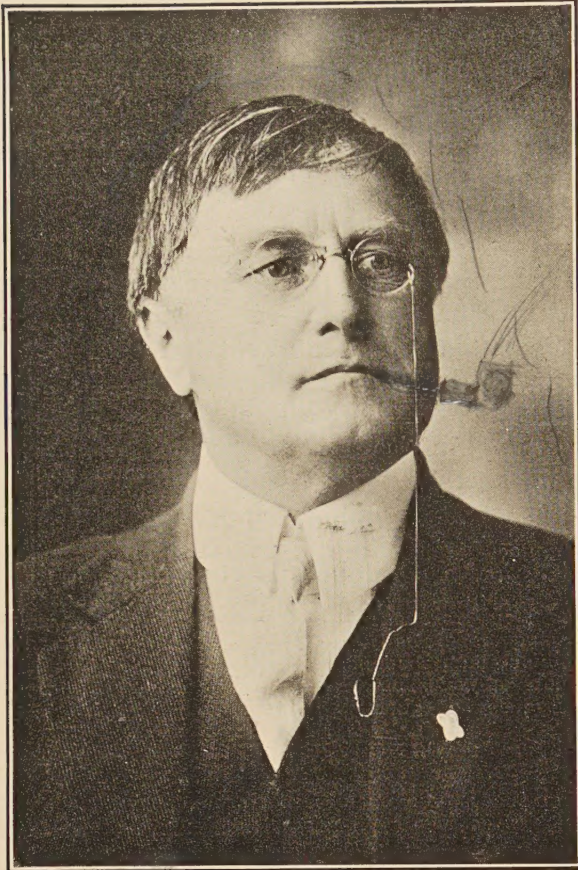
These recent movements, unsuspected generally even a year ago, are giving rein to Astoria's pent-up momentum, making us independent of all other carriers.

Astoria is spending millions in a single year for improvements; building a permanent sea wall, filling in the tide flats, pushing reclamation work, building highways, streets; installing new sewer systems and establishing parks. The former "City on Stilts" now rests on a deep foundation of time-washed sands—pumped in from the bottom of the river,—tremendous strides all these.

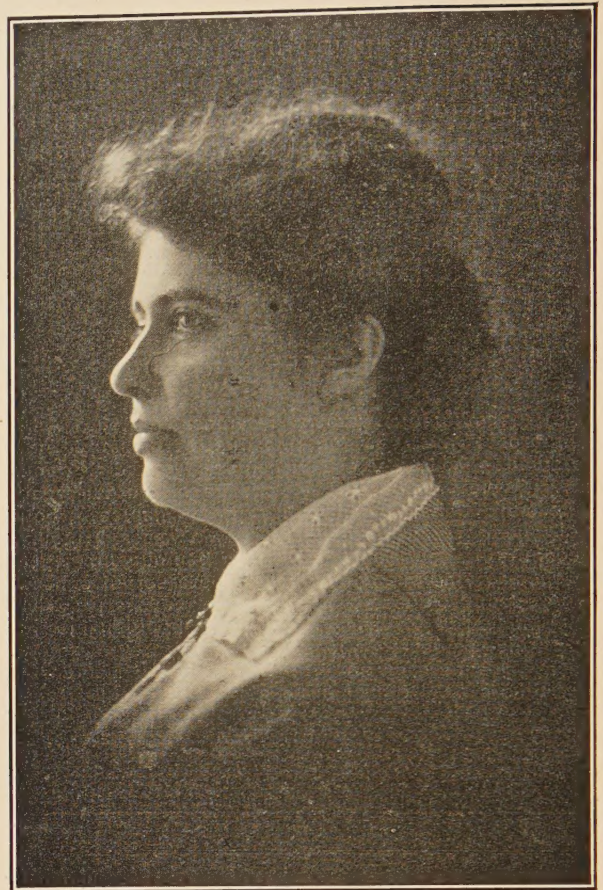
Because of its great sum of unparalleled advantages, prosperous and rapidly-growing Astoria is the most logical as well as the most ideally inviting of the smaller cities of the West for a year-around school, while its rapidly increasing business activities and its certain great future afford unusual opportunities for young people just starting out in life.

We believe the commercial school is at present regarded more favorably by business men than ever before. There are many who go directly to the commercial schools whenever there is a vacancy in their office, and who use commercial graduates exclusively.—THE OFFICE, New York.

ASTORIA BUSINESS COLLEGE



MR. A. E. STOSSMEISTER, MGR.



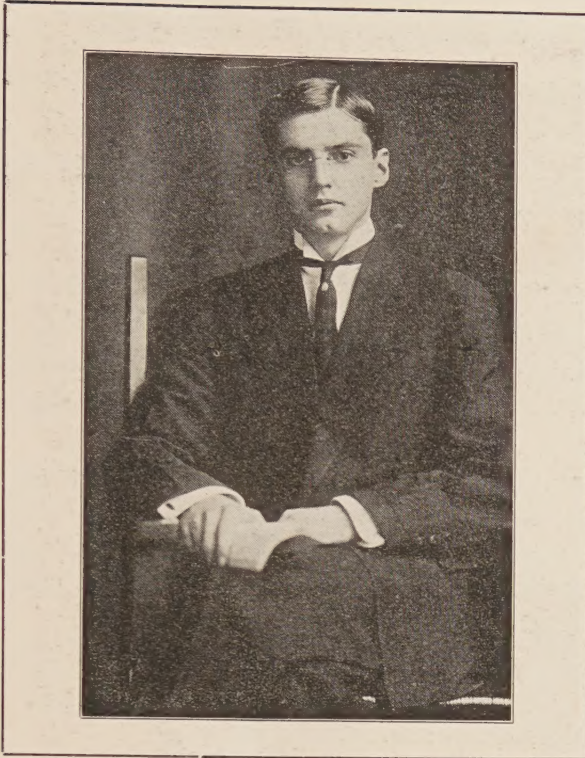
MRS. H. L. STOSSMEISTER, Secretary



MISS GRACE McCLELLAN, Shorthand.



MISS J. G. HULSE, English.



P. A. FULLEN

Graduate of the Hartford High School, Hartford, Kansas. Graduate of the Kansas Wesleyan Business College, Salina, Kansas. One and a half years Bethany College, Lindsborg, Kansas. Course in penmanship under C. W. Ransom, Kansas City, Mo. Six months in Zanerian Art School, Columbus, Ohio. Two years actual experience as accountant. One year teacher of penmanship Hartford High School, Hartford, Kansas. Two years principal of commercial department Maryville Business College, Maryville, Mo. One year in charge of Actual Business Department Northwestern Business College, Spokane, Washington. One year and five months principal of commercial department, Astoria Business College, Astoria, Oregon.

The Faculty

A. E. STOSSMEISTER, Manager.

A business educator of 24 years experience in some of the largest business schools in the East. Lecturer on salesmanship, business ethics, advertising. Instructor of business letter writing and office practice.

MRS. H. L. STOSSMEISTER

Three years University of South Dakota. Graduate Art Institute, Chicago. Instructor East High School, Minneapolis, 5 years. Six years business college experience. Secretary, and supervisor shorthand department.

MISS J. G. HULSE

Graduate Sabina High School, Sabina, Ohio. Graduate Adrian College, Adrian, Mich. Taught Whitehall, Mich., High School 1 year. Racine, Wis., High and grades three years. Albany, Ore., Principal High school and teacher 4½ years. Astoria, Ore., head of English Department Astoria High school ten years. Astoria Business College three years. Instructor of English (elementary and advanced) and business correspondence.

MISS GRACE McCLELLAN

Graduate of Fairbury High School, Fairbury, Nebr. Graduate of the Nebraska School of Business. In charge of Commercial Department, Munising, Mich. Principal of shorthand department Astoria Business College, three years. Holds teacher's certificate conferred by Author of Gregg Shorthand. Won teacher's banner awarded by Gregg Writer in 1915, while teaching at the Astoria Business College.

Thirty different lecturers last term. General and technical subjects, Political Economy, Literature, Banking, Finance, Salesmanship, Travel, Philosophy, Insurance, Admiralty Law, Wit, Humor, Ginger Efficiency Talks, etc.

ASSISTANT INSTRUCTORS TO BE SELECTED

Moral Surroundings

Parents who send their sons and daughters to this school may depend upon it that we put forth every effort to provide the very best moral, social and religious surroundings. We will approve of no boarding place where the conduct and comfort of students will not be looked after with care. We require our students to study nights, and our system is such that we know where the young people are, practically at all times. We make it very clear that clean thinking, punctuality, truthfulness, honesty, industry, purity of character and resolute purpose are as vital to success as the highest attainment, and that without these as a solid foundation on which to build, all effort is vain and sure to result in failure. A better behaved class of students will not be found anywhere. The influence of the teachers is such that undesirable student attributes find no encouragement or excuse for being, and when these young people go out into business positions, they go as serious, earnest workers, determined to win, and they always make good from the start.

Business is growing so rapidly, and business requirements are advancing at such a rate, that the commercial school is more of a necessity than ever before. There is scant opportunity for the young man or woman to receive business training except in a business college.—The Office, New York.

Aims and Advantages of the Astoria Business College

It is our purpose to give young and old of both sexes, a practical, usable education for business pursuits.

To afford graduates of academies, colleges and universities as well as pupils of district, grammar and high schools, modern courses of study for immediate use in business positions of trust and responsibility.

To offer persons of neglected education the needed opportunity to overcome their handicaps.

To impart such a mastery of bookkeeping, higher accountancy, banking, arithmetic, business correspondence, penmanship, commercial law, shorthand, typewriting, office practice, office appliances and all related studies as will enable graduates to give a good account of themselves when placed under responsibility.

To provide lectures on finance, banking, salesmanship, business ethics, law, insurance, wit, humor, travel, human conduct, success factors, ginger efficiency talks—to impress students with broader, saner views of their relations to society—to interest them in the live, vital problems of the day, to stimulate them to think, to make research and investigation; to give their work first consideration and to make a “good time” better and less thin, by making it secondary.

The lectures are given by prominent business and professional men on the firing line, who give students a vast fund of up-to-date inside information, supplying a close view of actual conditions, and inspiring all to co-ordinate their lives to meet the modern demands.

The lectures will be enlivened by instrumental and vocal music supplied by members of the student body as well as outside talent.

We know that only those who work can hope to win, and we wish it understood that persistent, energetic labor with all students shall justify our best claim that we turn out—not ornaments—but live business men and women, ready to stand shoulder to shoulder with the best.

We especially urge a careful examination of this institution and its appointments, assuring the public that with every helpful appliance, an experienced corps of instructors, our sense of responsibility ingrained and thoroughly awake, we are amply prepared to conduct our work on a high plane.

THE FOLLOWING LETTER FROM MEN WHO ARE THE BUSINESS BACKBONE OF ASTORIA WILL HAVE PROPER WEIGHT WITH THE HONEST ENQUIRER.

Astoria, Oregon, August 28, 1915.

TO WHOM IT MAY CONCERN:

It is a pleasure to endorse the Astoria Business College as a meritorious school, worthy of the patronage of all who wish to lay a thorough foundation for a business career. The institution has established a record of usefulness that compels respect. Business men employ its graduates gladly, finding them trustworthy, competent beginners, far out of the ordinary. In having its work selected for exhibition at the World's Fair, in winning a recent international shorthand contest, and in other ways, the school has acquired high standing in its field. We are pleased to recommend the institution to the most favorable consideration of the public.

Very respectfully,

FRED J. JOHNSON, Mayor of Astoria.
J. M. ANDERSON, Cashier, Scandinavian-American Bank.
F. N. WHITMAN, Prop. Weinhard-Astoria Hotel.
FRANK PATTON, Cashier, Astoria Savings Bank.
C. R. HIGGINS, Cashier, Astoria National Bank.
A. V. ALLEN, A. V. Allen Co., Inc.
J. E. GRATKE, Publisher, Evening Budget.
O. H. BYLAND, County Superintendent of Schools
AUG. NIKULA, Manager of Toveri
ROSS, HIGGINS & CO., By J. T. Ross, President.

FISHER BROS. COMPANY, J. H. O'Connell, Secretary.
S. S. GORDON, Cashier, First National Bank of Astoria.
BEE HIVE DEPARTMENT STORE, By C. A. Smith, Secretary.
FARR DRUG COMPANY, By R. A. Farr, President.
ASTORIA BOX COMPANY, By W. P. O'Brien, Secretary.
TYLER DRY GOODS CO., By W. S. Tyler.
FINNISH MERCANTILE CO., By Victor Seaborg, Secy.
ASTORIA CHAMBER OF COMMERCE, By C. B. Stout, President.

Whatever occupation you may choose as your life-work, the first step is to secure a practical business education. By all means attend a good business college.—HENRY WARD BEECHER.

Bookkeeping

There have been radical changes in recent years in bookkeeping systems, in the classification and structure of accounts, in the forms, the grouping of items, and distribution of transactions.

These changes have made obsolete much that was formerly called bookkeeping. The changes were made to eliminate waste.

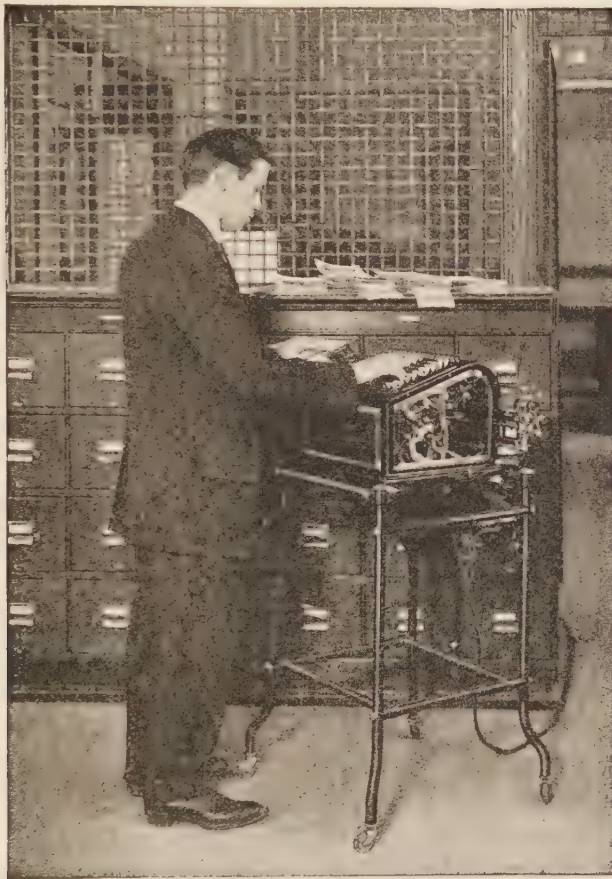
Efficiency is waste eliminated. We can remember when students were required to spend hours, days and weeks preparing themselves to journalize and we realize with Mr. Rowe that this process was waste. By saving the time previously wasted and still wasted in many places, by first teaching a student one way of doing a thing, which we afterward tell him is the wrong way of doing it, we have raised the standard of our course and removed the charge that our instruction is impractical.

The industrial world is a world of credits and equivalents. It seeks to have all things balance. System and order are taking the place of the haphazard.

At this institution a student starts as a merchant. He is taught the true function of a system of accounts, which is not simply to record transactions as they arise, but to collect, classify and tabu-

late them in such a manner that he may see at a glance, not only his net gain or net loss, but the net results shown by each department of his business, and the relation that each class of expenditures bears to his sales. By individual instruction he is guided through a great variety of transactions, opening and closing the books, sending out all kinds of commercial paper, keeping strict cash and bank accounts, making out balance sheets, statements of profit and loss, comparative balance and financial statements. Then he begins business as a wholesale merchant; later he takes a partner and keeps a set of partnership books. In the most practical way, constantly under the guidance of the instructor, the student is taken through banking, jobbing, commission, brokerage, wholesale and retail business until he thoroughly understands how to record and classify properly, the most complicated transactions. He writes his own business letters, makes out checks, notes, drafts, invoices, certified checks, clearing house due bills, account sales, deeds, leases, mortgages, etc.

Such a course will furnish a young man or woman more power to achieve success than a thoroughly exhaustive study of the dead languages.



The great time and labor saver. Adds, subtracts, multiplies, divides, computes interest, decimals, value of foreign moneys. It can be used in making out trial balances, proof of posting, recapitulation of sales, etc. In general mechanical accounting it covers a wide range of usefulness. It means higher efficiency—more work in less hours without sweating of the brain.

Students at the A. I. B. C. use it constantly in their work. The school supplies both machine and instruction in its regular course.

"Some years ago, we all believed that cost accountancy was something beyond the comprehension of the school boy, or of the teacher, or of the ordinary bookkeeper, and that it was something so abstruse, so high in the realm of accountancy knowledge, that only those of unusual mental capacity and long training could master it. By the elimination of waste and the introduction of direct methods, cost accountancy today is play for the school boy. It is elementary work after the student

has his mind disciplined to think intelligently and to proceed with his work carefully. We place before our students today problems in the distribution of various elements of cost to the unit of manufacture, which they solve without difficulty, that ten years ago would have been impossible to any accountant in the world, because it is only within the last few years that a really accurate and scientific method for the distribution of overhead and burden has been worked out, and yet, when it is worked out, it is the ABC of bookkeeping, involving little more than problems in addition and subtraction, multiplication and division." In view of these facts, it seems difficult to understand why the century-old methods of teaching obsolete bookkeeping continue to prevail so extensively, inasmuch as they are, today, a criminal waste of the students' time.

To be up-to-date counts tremendously for success in fitting young people for modern business. Frequently we send unfinished students to straighten out the accounts of local merchants, to install new sets of books, etc. The young people measure up and are glad to do man's work, so early in their lives.

Far-reaching, revolutionary changes in methods of conducting business have evolved the new science of *efficiency*.

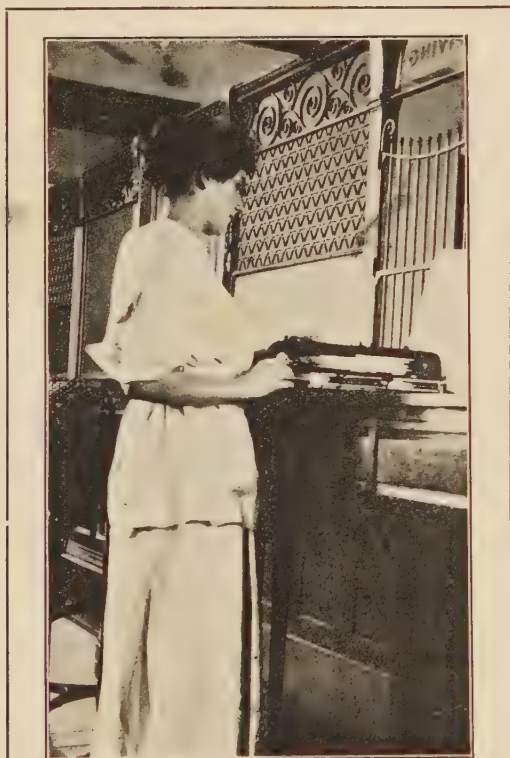
Successful management and administration are only possible when based on scientific principles. System is taking the place of disorder, confusion and guesswork. Keen competition can only be met by eliminating waste. The new order required improvements in accounting systems. In fact, scientific management is made possible only *through improved* accounting systems. Old style book-

keeping methods do not provide the information necessary for scientific management. While the guessing system of ten years ago has been supplanted by scientific management, the educational side has not kept pace with the transformation and "Rowe's Bookkeeping and Accountancy" is acknowledged to be the first authentic exposition arranged for school use of modern accounting principles and practice that has appeared. Rowe's is the only work of its kind recognized in the list of texts recommended by the American Association of Certified Public Accountants, for use in preparation for C. P. A. (Chartered Public Accountant) examinations and public employment. As a high-grade course of instruction placed within easy reach of the average student, Rowe's Bookkeeping and Accountancy is now recognized as the standard publication on its subject.

Intelligence grows slowly and change breaks into accepted custom with great difficulty; but the reader of these pages will experience a growing conviction that nothing other than the best is good enough for this institution; and that our disposition to be abreast of the times

is an impulse of unmistakable vigor, certain to keep this school in the front rank among the leaders.

The student who completes the work in this department, is justified in feeling that he has mastered the fundamentals of bookkeeping and laid a permanent, solid foundation for success in any line of business.



This machine shown here in the college bank is a protectograph Check Writer which cuts the amount desired through the paper, at the same time inking the fiber in a way to make fraudulent raising of the check impossible. The protectograph is one of the many devices in use in the school.

ASTORIA BUSINESS COLLEGE



A GROUP OF STUDENTS.

The education of the business man is as essential as the education of the professional man, and without a thorough and practical business education, he is like a ship at sea without compass or rudder.—HON. WM. T. HARRIS, U. S. Commissioner of Education.

ASTORIA BUSINESS COLLEGE

ACTUAL BUSINESS

The student who becomes well grounded in the principles of accounts, is advanced to the actual business department, becoming a member of an active business community, in which there is buying and selling, the exchange of commodities, payment and receipt of money, checks, notes, drafts; making out invoices, receipts, statements; and the student keeps a record of all transactions just as is done in real business. All errors and inaccuracies are discovered by the checks and proofs in vogue "on the street." Thus the student learns bookkeeping *practically* by recording all transactions as they come up, without knowing in advance what the transactions may be. The student learns banking by being placed in charge of the College Bank, where he carries on a regular banking business with other students, and care is taken that all transactions which come up in a regular large bank, present themselves to challenge the student's judgment, as he performs the duties successively of bookkeeper, note and discount clerk, receiving teller, paying teller, cashier, etc. He learns to use an adding machine, the check protector and other mechanical devices needed in an active banking house. The student gains practical experience in auditing by examining the books of other students, and straightening out their records when poorly and inefficiently kept. The daily work in this department includes instruction in all manner of business transactions, bookkeeping, business writing, commercial arithmetic, transportation, etc. It is the purpose each year to have lectures on finance, to discuss financial bills before Congress and in every way to thoroughly familiarize the student with current procedure, so that when he finishes the course and secures employment, the change is practically the same as going from one situation to another. It is impossible for the graduate to find a practical book in any business house, with which he has not already become familiar in the school.

COMMERCIAL LAW

The Astoria Business College does not advise anyone to enter into important deals without consulting a capable attorney. The syllabus of the New York State Education Department states that the student's training should include contracts, the fourth and seventeenth sections of the Statute of Frauds, The Statute of Limitations, the sale of personal property, negotiable paper, agencies, partnerships, corporations, and the important principles of law relating to insurance, real property, bailments and carriers, guaranty and suretyship.

So far, good; but the syllabus adds that "the general provisions of the Inter-State Commerce Law, Sherman Anti-Trust Law, The National Bankruptcy Act and Public Utilities Commission Law" should be taught. This is thoroughly absurd and is made more so by the further demand that "the fundamental principle of equity should receive some attention," and "the exceptional legal remedies, injunction and specific performance are entitled to some notice," etc.

Now it should be understood that commercial schools are not law schools and we are not preparing students to act as their own counsel. When we teach students to think and execute simple contracts of business, and illustrate the contractual principle in its application to negotiable paper, agencies, partnerships, corporations, guaranty and suretyship, chattels, liens, leases, mortgages, legal-tender, bailment, usury, real estate conveyances, etc., we do all that we have a right to do with this subject.

In addition to covering these essentials, there are, however, frequent lectures given by local attorneys on Admiralty and Common Law, Fire and Marine Insurance, etc., during which general up-to-date information is given students to widen their horizon. It has not been an uncommon occurrence in the past for our students to enter law offices as stenographers and bookkeepers and later be admitted to the bar, their training having placed them where they could conveniently make the necessary further attainment and earn a living at the same time.

COMMERCIAL ARITHMETIC

It is the special aim of this school to eliminate the non-essentials from the course of study. Long and tedious calculations are altogether out of place in any school and particularly in a business college, where time proves a precious essence. All useless problems consume time to no purpose. We have more than sufficient to occupy us when we specialize on the essentials, such as profit and loss, trade discount, commission, ordinary and accurate interest, annual interest, bank discount, partial payments, etc. Almost every text is replete with a mass of impracticable junk in the way of calculations backward, far-fetched, useless and freak problems which, tho they require precious hours for solution, lack even the merit of affording mental discipline. The arithmetic needed in transactions that actually occur keep us thoroughly busy. Among the strictly essential we place ratio and

proportion, applied in equation of payments, averaging accounts, storage, partnership problems, etc. It is scarcely possible to waste time on percentage. Students cannot be drilled too thoroughly on percentage calculations—base, rate and percentage in all their relations. The student must be able to work rapidly and accurately. Ninety-eight per cent may be fine in the school room but it is disastrous in business. To secure facility we emphasize short methods, contractions, quick, mental computations, giving consideration all the time only to the actual arithmetic of commerce. The drills are snappy and effective, developing in the student the power and habit of quick accurate thinking, which is the factor contributing most to the success of the leaders in all walks of life.

BUSINESS CORRESPONDENCE

The man who keeps his information account open is also keeping the door to opportunity open. One large company recently spent \$500.00 advertising for good men. It got only two that were acceptable. This firm was looking for TRAINED MEN—men with ability. The business world generally, demands men who are competent—not those who are learned. Mental experiences are the only trainers—not “subjects.” Vocational training must be accorded a high and dignified place in our educational system. The commercial course presented here is at the same time as cultural as any other of EQUAL LENGTH.

Efficiency means more than mere skill in the performance of a daily routine. It implies breadth of view, keenness of observation and ability to grasp underlying principles; to know, to develop the thinking power—to originate. We are a nation of business guessers instead of business knowers. Ninety-seven out of every hundred men have no money at fifty. What chance have you or I to be worth anything at fifty? We have just three chances out of a hundred. If that does not make us think, then the finest reasoning must ever be the same in effect as throwing beans against solid masonry. Many companies will no longer hire men who want to learn by experience. That statement they know is founded on laziness, and a Weary Willie disinclination to pay the price of success. So many men can resist almost any kind of temptation except the temptation to sit down and do nothing. They want their benefits to evolve and hatch of themselves.

In nothing does previous training seem so vital as in letter writing. In order to appreciate the force of this statement, the first letters of a new class must be seen. Not only those in the low grades, but high school and college graduates all seem tarred with the same stick. Inaccuracies of expression; no idea of paragraphing and punctuation; can't tell a semi-colon from a whiffle tree, or a comma from a comet, etc., etc., ad infinitum.

One aim of The Astoria Business College is to eliminate shredded English. Alexander Hamilton says that the faculty of selection is the highest faculty of the human mind. We find that “horse sense” develops as a substantial by-product, when crude or shiftless language is put through the selection refinery.

The course is given in connection with English and includes foundational principles of grammar, composition and rhetoric; phrases, clauses, sentences, punctuation, paragraphing, arrangement, emphasis, diction and vocabulary building. The desired end is accomplished by work almost wholly objective. Daily letters on many subjects are required from the students whose errors are brought to their notice both collectively and individually, in recitations—correct forms being substituted for the incorrect in both oral and written presentation. Miss J. G. Hulse is in charge of this department, a fact which makes further comment unnecessary.

SPELLING

In the course of a year we have many curious evidences that special problems are inherent in the teaching of spelling; problems which seem not to be met in the grades, high schools and even colleges. There are professional men in this city who acknowledge that they “never could spell.” Some take pains to call attention to the fact that they are “poor spellers.” Dr. Leonard P. Ayres of the Russell Sage Foundation has brought out by recent investigation that 7 out of each hundred third grade pupils can not spell the word “has.” It seems odd that even liberal education, intended to supply the highest qualities—integrity, intellectual and moral, soundness of judgment, patience, graciousness, idealism,—somehow leaves out spelling. We often marvel why the college acquired habits of intellectual accuracy, discrimination, judgment and thinking are so completely off the job when it comes to orthography, as well as to a few other essentials vital in solving the mystery—“how to make a living.”

ASTORIA BUSINESS COLLEGE

Some folks do not seem to have the spelling sense, or, if you prefer, the literary instinct—the sub-conscious power to visualize an unknown or unfamiliar word. Some are “natural” spellers. Dr. Bruce Payne of the University of Virginia after fourteen years’ experience is convinced that spelling is a much more difficult subject than it is usually regarded; that students of high school training misspell a very large number of very common words. Professor Wm. T. Foster of Bowdoin College states that over 25% of the students can not spell such common words as licorice, existence, recommend, descendent, sieve, annulled, villain; that 50% fail on accommodate, occurrence, stationery, referred, rhythm, etc.

There are 43 sounds in the English language and only twenty-six letters to represent them. The English alphabet being thus found wanting in the first point necessary to a perfect system of orthography, it would seem that subjective divination were needed, in the absence of hard and fast rules. We try to solve the problem by selecting a certain thousand words which have been proved to constitute 90% of the language ordinarily used; another thousand that is most frequently misspelled; also many words pronounced alike and spelled differently, and a comprehensive list of business terms—about four thousand words all told—and the student who masters these and uses them understandingly, as he is expected to do here in letters he writes, will be far above the average. Special stress is laid on the importance of the subject which seems to be receiving altogether too much indifferent treatment, in too many places.



The above are snap-shots made by the students during one of the school outings, at Sand Island. A thirty-five and twenty-five pound salmon were supplied from the catch by the foreman of the seiners, for the picnickers' dinner. There are scores of delightful outing places around Astoria, reached by short, inexpensive journeys.

"There is one important element in the organization of Business Colleges which gives them an important advantage over our public schools and academies. They are always regarded by the student as a means and not as an end. They connect directly with something to follow; whereas an education at the public school or academy is too often regarded as an end, having no definite connection with anything beyond."

SHORTHAND

The power to think, plan and execute, with vigor, poise and alertness, which any study develops in a student, should be the measure of its value. Applying this standard the mental discipline of shorthand proves very great.

Latin and Greek are intended to develop power of exact thinking, to observe, compare and judge. Stenography requires the same mental processes. Accuracy of outlines demands exact thinking, observation, comparison, judgment,—all developed only by intense concentration. Mathematics develops reasoning power, but stenography makes it grow rapidly. Mathematics develops memory, while to take dictation rapidly, we must think quickly, act speedily in response to the thought and often remember many words of the dictator while writing others, the mathematics of real life thus demanding vigor and alertness more than the abstract study. Many plodding students with a slow-working, ponderous brain, might find shorthand their most potent mental medicine. Working out the thought involved in hurriedly written shorthand notes, reproducing faultless English from the notes, proves a mental discipline of the highest value not afforded by any other single study.

New words that are understood, are thought developers. They invite the faculty of selection, which Alexander Hamilton considered the highest faculty of the human mind. The hand can never move faster than the mind. Speed in execution involves the spurring of slow-moving intellects. Everything lifeless is burned out of the student brain before it can deliver its messages speedily. To accomplish this, interest must be aroused. The student swaps apathy for mental alertness, understands the commercial value of accuracy and absorbs from wisely selected dictation matter a vast fund of horse sense as well as knowledge. At the Astoria Business College the hap hazard and indefinite are taboo. Everything is well-planned. System alone produces the unusual results shown here. The system involves holding the students' interest without a break, making work inviting without a suspicion of drudgery.

Skilful teachers of shorthand are far between and few to the hill. The vast fund of general knowledge the student must absorb, agreeably, as well as develop skill, makes imperative the teacher's enthusiasm, vast equipment, great energy and adaptability. The mediocre instructor plods through a dull, wearisome, mechanical routine. The difference between the two is as wide as the poles. Their influence on the student differs accordingly.

Shorthand is not only an eminently practical and utilitarian subject, but aside from its vocational aspect, it trains, as has been stated, the analytical and reasoning faculties of the mind. The study of the art calls into play the mental faculties of analyzation, deduction and generalization and develops accurate observation, quick decision and correct proportion. Enlightened educationists admit the mental training and discipline equals that of memorizing Greek irregular verbs or the mastery of the mazes of the binomial theorem; and shorthand stands alone among educational subjects in combining agile mental processes with skill in speedy manual execution. The student becomes familiar with the correct representation of a great many words.

An expanding vocabulary is a vital by-product of the study. Therefore shorthand must be accorded a place neck and neck with mathematics, English and foreign languages.

The utilitarian and commercial value of shorthand is tremendous. Thousands of our great business and professional men who today are conspicuous at the head of national and private enterprise owe their success to their early mastery of the winged art, and its by-products of exact thinking, reasoning, planning and general mental alertness.

The stenographer being ever in close touch with the brains of the business, has revealed to him the business secrets and methods of procedure, which make him at once the understudy of the boss; and he receives an insight into affairs denied other employes of longer service. As an entering wedge into business it is not even remotely approached by any academic attainment whatsoever.

Uncle Sam continually begs for stenographers and cannot get them. Here in Astoria we have no difficulty in supplying profitable, pleasing employment for all who master the course. It proves position insurance of the safest, surest kind. We might write on the subject for days without exhausting our theme, but enough has probably been said to indicate the wisdom of including shorthand in your equipment for the battle of life.

TYPEWRITING

Our students are taught the touch method of typewriting. They become so familiar with the machine that they concentrate their entire attention on the copy they are working from, returning the carriage automatically, and being generally complete master of the machine without looking at it. Among all the studies presented in any school for the development of mental muscle and concentration, we place first and foremost, without hesitation, **TOUCH TYPEWRITING**. The skilful writer must learn the proper use of the fingers and to economize motion in every particular. Even in taking his place at the machine there is suggestion of efficiency. In many schools students are "turned loose" in the typewriting department, where they acquire, as best they may, such results as indiscriminate, unsystematic practice develops. There is no other one study in any kind of a school which even approaches touch typewriting as a developer of care and concentration. This will be news to many who regard typewriting as something anyone can "pick up" at any time. Proficiency certificates issued in the East have been awarded our students, in numbers far out of the ordinary, for writing forty and sixty words a minute, net. We regard touch typewriting, when properly taught, the most powerful efficiency-building study. Nothing short of the best is ever countenanced at this school. The public now understands that there is a large reason somewhere for the universal success of our graduates.

ENGLISH

We have a special English class for beginners and foreigners. Many come here each year who can not speak a word of English and in a few months at our day or night school acquire a usable facility of expression, after which they are able to take up the regular subjects of the business course in addition. Mature minds are able to master an intensive course that carries them over much ground in a very short space of time. All are welcome, no matter how backward.

In the regular day classes all students are given opportunity to take their own measure. Here we learn everything by doing, even English. The tasks assigned are all practical. By writing letters on a great variety of business topics, the learner has opportunity to discover his deficiencies when his letters are returned. The markings enable him to place his finger directly on his mistakes, his own composition when corrected showing him his inaccuracies of expression and faulty diction. In his second letter he makes new mistakes, which grow less and less as the course proceeds. The finished student writes real live letters that would do credit to a careful correspondent for any large business house.

Miss J. G. Hulse, who has been at the head of the English Department in the Astoria High School for ten years, conducts this department with scholarly efficiency.



A PEN DRAWING.

Business Men's Testimonials

SCORES OF OTHERS ON FILE.

Young people who think of entering the Astoria Business College will ask themselves this question: "Will I be qualified for a position when I have finished the course. If I secure a position will I be able to hold it?"

The following letters from business and professional men will best answer that question.

Mr. A. E. Stossmeister,
Dear Sir:

In response to your request for a statement for publication concerning the work of the young lad stenographer (Richard Sorkki) who left your school room to very acceptably fill the difficult position in this office, will say that he has many native excellences, while his training for the work here does your institution very much credit.

A course of study that builds a mere boy's vocabulary, and enables a youth who never went beyond our local eighth grade, to perform the work in an office like this with great accuracy, neatness and dispatch, seems to me very unusual, and entitles you and your school to the most serious consideration of our citizens.

T. S. CORNELIUS.
County Judge.

Manager Astoria Business College,
Dear Sir:

Astoria, Oregon, January 14, 1915.

A few weeks ago we engaged the services of one of the young lady students of your school, for bookkeeping and stenography. The position is not an easy one. Without thorough training, no beginner could hope to be anything but a vexation to an employer. The young lady you sent us, (Miss Agnes Voss) measured up to the requirements the first day—both as stenographer and accountant. Also she has the proper viewpoint about her work.

It is most gratifying to know that we have a school in Astoria which turns out graduates who are on the job from the first minute. We will admit that we have been among those who have an insufficient conception of the work you are doing for our young people.

Sincerely yours,

FISHER BROS. COMPANY.
By JAMES O'CONNELL, Secretary.

Mr. A. E. Stossmeister,
Dear Sir:

Astoria, Oregon, Sept. 1, 1915.

You may say in your bulletins that I have had three young lady graduates of your school in my offices, each of them thoroughly competent the day she came, all performing the duties in a way to suggest that they had liberal experience. My present stenographer, Miss Josie Hansen, has reported cases in court, out of the city in a manner that would do credit to a court stenographer.

A school which in a few months turns out such young people, capable of doing this kind of work, seems strangely and far out of the common run to me. Your very evident thorough understanding of what constitutes a course of study for modern business, should set parents to thinking.

CREED W. MULLINS,
County Attorney.

Mr. A. E. Stossmeister, Pres.,
Dear Sir:

Astoria, Oregon, July 22, 1915.

We have two of your graduates in our offices, Miss Eulalia Leahy and Miss Jennie Eskelson. Miss Leahy came here a capable stenographer. Miss Eskelson keeps the books in our branch store on Taylor St. when she is not turning out dictated letters here. We recognize your institution as a very thorough school of business and shorthand.

FOARD & STOKES HDW. CO.
T. A. LEAHY, Pres.

Mr. A. E. Stossmeister,
Dear Sir:

Brookfield, Washington, July 20, 1915.

Some months ago we sent you a request to supply this office with a young lady stenographer. You responded immediately by sending Miss Amy Birch who is still with us because her work is entirely satisfactory. In supplying business men of the Lower Columbia District with intelligent, well-trained assistants, your school proves a splendid asset to this section.

Yours truly,

J. G. MEGLER & CO.

A. E. Stossmeister,
Dear Sir:

Miss Julia Paldanius filled her first position after leaving your school in my office and has been with me nearly two years now. At first I considered her only as an experiment not knowing if she could make good in a difficult position but she made good from the start and among all the stenographers I have had both in official life and in private practice I consider her one of the very best. She is accurate and prompt and her work requires no supervision.

She had quite a number of court cases referred to her to take testimony and has also acted as official court reporter in many cases both in this state and in Washington and received the commendation of judges for her efficiency.

Congratulations are certainly due your school for turning out such an efficient "beginner". Such an institution deserves success and the good will of the entire community.

Yours very truly,

A. W. NORBLAD.

Law Offices of E. B. Tongue
District Attorney,

Hillsboro, Ore., March 23, 1915.

Mr. A. E. Stossmeister,
Dear Sir:

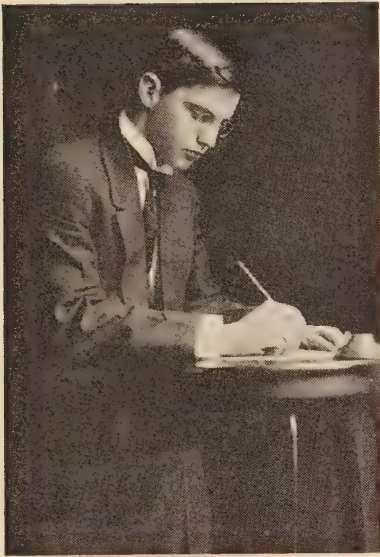
In reply to your communication, I beg to say that Emma Langford has been employed as stenographer in the office of my brother and myself eleven months, and that she is still here is a testimonial to the fact that she is making good in a position where she has plenty of work to do.

Yours truly,

E. B. TONGUE.

A habit in the brain is like a path in a forest. We know how easy it is to take the old path, and how hard it is to form a new one.

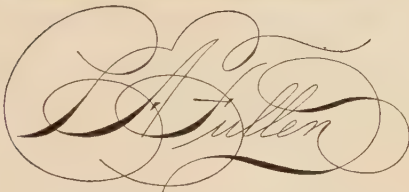
Fine Penmanship



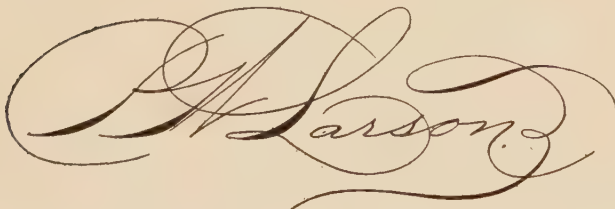
Do things when you have the opportunity, but make the opportunity when it ought to be. Night comes that a man may close his eyes upon the days mistakes.

PLAIN BUSINESS PENMANSHIP AS TAUGHT IN THIS SCHOOL

EVERYBODY admires good writing. It is prima facie evidence of a number of valuable qualities, such as taste, carefulness, application and determined perseverance. Fine writing has a large commercial value everywhere. If you are engaged where you must write on checks, notes, drafts, bills of lading, deeds, mortgages and insurance policies, etc., and your writing is poor, it is sure to call forth the disrelish of the customer, as well as advertise one serious weakness in the house you work for, if, indeed, you ever work at all where skill in writing is demanded. Nine out of ten replies to advertisements for clerical help make a bee-line for the waste basket as soon as the prospective employer has "shied a slant" at the writing. The vast quantity of poor writing we see on every hand proves that it is a dangerous pilot who does not know the seas. The teacher in this department has had the benefit of personal work during a period of years with eight of the masters of the profession, and the best ideas of them all is reflected in his instruction which soon changes the most unhandsome scrawls to pleasing, graceful lines. There is no chance to fail when trying for this attainment under our specialist. The young man whose written signature appears on this page, P. W. Larson, says that the course in writing alone here, is worth several times the cost for the entire course of study.



Instructor of penmanship, showing correct writing position.



Signature written by student—a lad from the farm at Fern Hill.



PRES.



"Business schools are a great source of strength to the youth of the country, and I hope they will increase and multiply until all American men and women receive, at the outset of their career, an education that will enable them TO GRAPPLE SUCCESSFULLY WITH THE BUSINESS PROBLEMS OF LIFE."—Hon. Leonard Swett.



A NOON HOUR DIVERSION IN COLLEGE AUDITORIUM



BATHING AT CLATSOP BEACH

*Beautiful penmanship,
like elocution or music, is an ac-
complishment that naturally at-
tracts persons of refinement and
artistic inclinations.*

ORNAMENTAL WRITING

Model Business Forms.

1 2 3 4 5 6 7 8 9 0 a b c d e f g h i j
k l m n o p q r s t u v w x y z
A B C C D E F G H I J K
L L M N O P Q R S T U V
W W X Y Z & Co &c @ \$ % & %
Good writing pays dividends for life

SOBER, BUSINESS PENMANSHIP

Get busy in a business college where everybody is busy.—Elbert Hubbard.

BUSINESS EDUCATION

The first purpose of all education was to make the individual self-sustaining. This prevents his becoming a charge on the state. But this substantial purpose has been supplanted by a fancier one in many places, and leading thinkers have great difficulty in placing the finger on the best combination of the ornamental and utilitarian, to constitute the "ideal education". The standpatters rap the vocationalists while the latter continue to hire, at low wages, the standpatters' output. We read that "College Training is for the more responsible work in a field that has large consequences beyond a personal livelihood." Also we read that wherever large matters are successfully conducted, it is the hard-headed business man and not the college man who may be safely entrusted and who is entrusted, to perform the "work of consequence"; also that it is the business man who dictates the financial policy of the great governments of the world, and that HIS JUDGMENT IS SUPREME. Much of our so-called education has been designed to enable its possessor to side-step work.

The problems of today are new. They can not be measured in terms of the past. There seems to be a most tenacious disposition to consider "higher education" (based on the ancient classics), as an indispensable aid to success, although learning is frequently not even a forty-second cousin to horse sense, without which no success is possible.

The school of the future will place SERVICE above everything. It will teach common sense and how to work. We believe that "the science of business is the science of service, and he profits most who serves best". Therefore, the intelligent selfishness which selects the business field, is at the same time, a beneficent selfishness. "Nature has no use for the man who does not work. When any one ceases to be useful, the law of the universe dumps him into the scrap heap."

Why do we see so many men without literary training winning the race against the college graduates? The reason seems plain that Greek, Latin, the binomial theorem and all abstract study in general, do not jointly equal the growth factors encountered on the firing line in BUSINESS, which, after all, is THE BIGGEST GAME MEN PLAY.

Business is broad enough for all graduates. Therefore a business education is a usable education—immediately available, connecting directly with something to follow—a means not an end; it conducts the graduate at once into the arena to exercise actual skill and power to DO THINGS; skill and power which have been developed by training. A good school reproduces in the school room the actual problems of real life, and insists on the students' mastery of them. "Do the thing and you have the power" is exemplified by the ease with which our graduates fill the most difficult business positions. In one school we *read the thing*—in the other we DO THE THING—that seems to be the difference in a nutshell.

In the meantime the demand even for broad scholarship continues to be far exceeded by the demand for efficiency. The business world is looking for men and women who are COMPETENT—not for those who are LEARNED. In any convention where big work of any kind is performed, you will always find that it is the business man who solves the problems. The theorists may cuss and discuss, but the business man brings the bunch down to brass tacks and shows them the dotted line.

The world has an overplus of theorists who are inefficient, but the men of power are few.

The graduate of a strong commercial school is practically sure to win in business. While the average high school or college graduate is rarely paid more than from two to four hundred a year (even this low wage often requiring an influential friend to secure), it is a very common thing for our graduates to be paid from six hundred to a thousand dollars a year at the beginning, their training making sure, in addition, their speedy promotion.

Often there are many other employees of the firms that call on us for trained help; employees the firm would be pleased to promote, but none of them are prepared for the duties. They do not invite and could not sustain, promotion. They drive the dray, hustle bundles and waste the best years of their lives in petty clerkships, lacking ambition to prepare for something better. They have placed their muscles in the market—not their brains. Opportunity refuses to skin her knuckles forever, knocking at the door of the unready—whose carelessness makes them predestined hewers of wood and drawers of water. There is plenty of room at the bottom.

*"Life aint in holding a good hand,
But in playing a poor hand well."*

In this land of great opportunity, all those who are untrained and—SATISFIED!!—are playing a fine hand WRETCHEDLY.

Indecision is more dangerous than wrong decision.
The educational keynote of our times is a business education.

Letters from the Pastors of the Churches of Astoria

TO WHOM IT MAY CONCERN:

We, as Pastors, will say that the Astoria Business College is one of the valuable institutions of Astoria. We never hear of any rowdyism or boisterousness among the very industrious young people who attend this school. The teachers and proprietors are ladies and gentlemen of recognized standing, breeding, culture and education, whose power has been remarkable in making even the youngest students serious, thoughtful and ambitious. We are familiar with schools, colleges and universities but in none have we seen more orderly students than these, who carry themselves with notable propriety in public and manifest a fine spirit generally, proving their contact with forceful, right influences. The school provides splendid equipment; some of its work has been selected for exhibition at the World's Fair, it won a recent international shorthand contest, and is uniformly successful in finding positions of trust and responsibility for the graduates. In this growing country the demand is for young men and women who can do things. The many advantages of the Astoria Business College make it a safe school in which the ambitious may secure a broad, sound business training.

Very respectfully,

REV. W. S. GORDON, Pastor First Methodist Church.
REV. DAVID J. ELM, Pastor Finnish Evangelical Church.
REV. T. P. NESTE, Pastor First Norwegian Evangelical Lutheran Church.
REV. N. L. HANSEN, Pastor Norwegian - Danish Church.
HARRY L. MARKELL, Secretary Y. M. C. A.
B. F. STONE, Vice-President Y. M. C. A.
REV. W. S. GILBERT, Pastor, First Presbyterian Church.

Prof. A. E. Stossmeister,
City.

Astoria, Oregon, Sept. 4, 1915.

Dear Sir:

I take pleasure in commending the excellent work accomplished by the Astoria Business College since its establishment in our city. Under the direction of its able staff of teachers, it has produced efficient graduates, who are now occupying exacting, responsible positions in the commercial world.

Wishing you success in your arduous field of endeavor,

I remain,

Yours very respectfully

JOHN WATERS, Pastor of St. Mary's Catholic Church.



WHAT CAN YOU DO?

The most costly business course is the one which is taken in the school of experience. "Experience keeps a dear school, but fools will learn in no other," is a maxim of "Poor Richard." The time is past when the future business man starts as a janitor, sweeps the store and does the miscellaneous chores while he learns the business. At best this was a process that cost forty times as much as a business course, even when it won, which was seldom. Today a young man or woman secures an all-around business training *first*, then takes charge of the books or does the stenographic work, coming in immediate contact on an even footing with the brains of the business, instead of coming as a flunky as of yore. The young man who has taken a business course internally, is from ten to fifteen years ahead of the apprentice who expects his boss to teach school. His boss is too busy to play schoolmaster for his benefit, and so he sits by the wayside, while his trained competitors draw rings around him as they pass him on the road,—and all to save a small tuition fee. When the apprentice wins, he knows something about one business, while the graduate of the Astoria Business College is familiar with them all.

BORROWED THE MONEY

Each year we have a number of young people who borrow the money to secure their education. Borrowing money to have a good time, to take trips, to buy fine raiment and to squander in other ways, is very reprehensible, but money borrowed to improve your condition, to increase your earning capacity, is a very different matter. One father borrowed the entire fee needed to send a daughter to this school for a year. The young lady returned the funds to the bank out of the money earned in a position the school secured for her. Then this father sent another daughter on the same conditions. At the end of her course we gave this second young lady a position where she earned fifty dollars a month. In a few months she paid the money to the bank with interest. Now she is earning sixty dollars a month, and the cost of her education has been earned many times over the first year of her employment. A third student from this same family started on the same conditions, but has not yet finished the course. This father says that it will not cost him "one red cent" to educate his three children, while a neighbor, who sent three young people to Portland, paid out twenty-two hundred dollars for their education. There are many other cases varying in kind. Parents should realize that it is not an expense to give their sons and daughters a bread and butter education. It is an INVESTMENT THAT BRINGS FIVE HUNDRED PER CENT PROFIT THE FIRST YEAR. Parents should look forward to the thorough training of their children in this school then have no fear of their future welfare.

It lies with every young man to decide for himself what he will be, and what he will do. No one can prevent him from attaining to honor and distinction if he only wills it and sets about the acquisition of it with a determined energy; and no fortuitous combination of circumstances can arrest his downward progress if he is disposed to drift along.

ASTORIA BUSINESS COLLEGE



A FEW FORMER STUDENTS PLACED IN POSITIONS.

1. Emma Langford.
2. Alma Warra.
3. Josie Hansen.
4. Lottie Hess.
5. Julia Haggman.
6. Helen Ekoos.
7. J. M. Larsen.
8. Jennie Eskelson.
9. Agnes Voss.

10. Ruth Johnson.
11. Violet Hagblom.
12. Jennie Niemi.
13. Reina Mattson.
14. Julia Haggblom.
15. Richard Sorkki.
16. Ida Josephson.
17. Ida Backlund.

18. Ezra Miller.
19. Julia Paldanius.
20. Violet Johnson.
21. Lena Onkka.
22. Orlean Johnson.
23. Lorinne Hess.
24. Henry Rowland.
25. Mayme Glaser.
26. Martha Bakkila.

Students' Testimonials

SCORES OF OTHERS ON FILE.

The following letters are from students who went directly into business positions from the school room. They are the young thinkers of the city who appreciate the importance of preparedness.

Mr. A. E. Stossmeister,
Dear Sir:

I entered upon my duties as stenographer at Foard & Stokes immediately upon finishing my course at your school, and have held the place. Please consider me among the friends of the A. I. B. C.

EULALIA B. LEAHY.

Mgr. Astoria Business College,
Dear Sir:

You and your school have done so much for me, that just words are of no use in explaining appreciation. I thank you for the finishing touch in the shape of a pleasant position where my services seem satisfactory to my employers, besides being a delight to myself. It seems only yesterday I was an inexperienced country girl and now I hold a city position requiring care, close reasoning and skill. It will seem strange for many days to come.

Gratefully yours,

REINA MATTSON.

Dear Mr. Stossmeister:

When I entered your school at fourteen, I had just graduated from the 8th grade. I thank you for the position of bookkeeper and stenographer which you secured for me. We started a new set of books when I took charge of that work here at Tyler's, and I had my trial balance on the last day of the month. I wrote 22 letters from dictation the first day and I am still holding my place after many months. The combination of duties was not easy for a beginner, but I enjoyed it after a brief nervous hour.

Cordially yours,

RUTH JOHNSON.

Dear Mr. Stossmeister:

I entered your school at fourteen and graduated in fifteen months, when you immediately secured a position for me as bookkeeper and stenographer at Johnson & Morrison's which position I enjoy hugely. I had no trouble with my letters or the books either, even in the beginning, and I wish to be considered among those who appreciate your excellent school most thoroughly.

ORLEAN C. JOHNSON.

Manager Astoria Business College,

Dear Sir:

Since leaving your school, I have been keeping the books at the Lower Columbia Creamery. I think all young ladies who like pleasant employment instead of common work, would find it wise to take a thorough course at the Astoria Business College, where everybody takes such great pains to do the best possible for each student. I think that better teachers than the instructors we had, do not exist. I don't see how there could be any better.

Your friend,

LENA ONKKA.

Dear Mr. Stossmeister:

My sister and I both secured positions because we attended your school, and we could not have even **accepted** them with sense if we had not attended your school, because we could not have filled them. I don't see why anybody should find this hard to understand. You taught us how,—therefore we could. I advise all young people I know to attend your school, unless they love drudgery.

Sincerely yours,

HANNAH EKOOS.

Astoria, Oregon, August 6, 1915.

I wish to thank you for the position of bookkeeper which you furnished me before my course was completed. It would be difficult, in my opinion, to improve on your course of study. I was thoroughly conscious, while at school, of the liberal, broad, generous policy of the institution, where the student gets the best of everything all the time.

Sincerely yours,

H. W. ROWLAND.

This young man started at fifty dollars a month. In 30 days was promoted to \$60 and the third month to \$75.

Manager Astoria Business College,

Dear Sir:

I thank you for the position you secured for me as bookkeeper and stenographer in the offices of Fisher Bros., immediately after graduating from your school. I enjoyed the course at the A. I. B. C. and have discovered that it is well adapted to prepare young people for business positions.

AGNES VOSS.

This young lady started at seven hundred and twenty dollars a year.

Aberdeen Store Ilwaco, Washington.

Personally I regard your school as the best in Oregon for general commercial work. One naturally likes to see the school that has given him a "practical thinking cap", at the front.

EDWIN NOTT.

Could I when young, have had a course of practical instruction, I do not hesitate to say that it would have been worth twenty-five years of business life to me.—August Schell.

ASTORIA BUSINESS COLLEGE



The above are sectional views of the Gymnasium, reading rooms and swimming pool of the Astoria Y. M. C. A. The building is a splendid modern structure recently erected on a site donated for the purpose by Mrs. D. K. Warren, of Warrenton, Oregon.

By special arrangement the out-of-town students of the Astoria Business College may become non-resident members for six months, for the nominal fee of three dollars.

LADIES' DAY—All day and evening Mondays, and Friday mornings. Dormitories for boys and men (sleeping and studying rooms—with bath and pool privileges) from \$2.25 to \$3.00 a week. Two in a room \$1.75 a week.

The Problem of the Hour

In a world like ours in which there is such a vast volume of knowledge that one mind can hope to grasp but a small fraction of the total in a lifetime, it may be natural that differences of opinion exist concerning just which particular fraction shall be accorded first place.. It has only recently bulged on the general consciousness that "we benefit ourselves only as we benefit others. And the recognition of this truth is what has today placed the business man at the forefront of the learned professions—he ministers most to the necessities of humanity". The "science of service" is retro-active; it benefits the giver and the recipient. Instead of being the game of swap and barter as of yore, business has evolved into a fair exchange of values, enriching all at either end of the bargain. Business has come into its own. It is the science by which men make a living and do good to others at the same time. There is nothing higher. Business is favorable, besides, to the highest development of the human mind. A thorough course of study for business, besides affording a bread and butter education, is as cultural also, as any other course OF EQUAL LENGTH.

The value of shorthand to young men is that it is apt to place them in positions of confidence, in direct contact with their employers, thus giving them an insight into the inner workings of a business which they can scarcely obtain in any other way.—Edw. Bok, Editor Ladies' Home Journal.

THE SIGNS OF THE TIMES

The saving of waste is the important success factor in modern enterprise. The by-products of the packing plant, counted by hundreds, are the sustaining output of the business, altho they are the yield of the "refuse"—formerly thrown away. The by-products of coke manufacture make the business profitable. The by-products of the oil refinery—manufactured from the "slimy ooze left over"—constitute the big end of the game. Forty-five hundred valuable articles of commerce are found in coal tar, a mixture which, together with other refinery residue, formerly ran in unsightly stream to the dump heap, but which is now so completely conserved that the waste of a thousand barrels would not fill the palm of one hand.

The problems in business are many—increasing overhead, rising costs, the elimination of every type of waste, etc. The chief problem of the individual is the conservation of time. Young man, young woman, every great man was a miser of the minutes. He would no more think of wasting time than he would of deliberately tearing up and burning money. Great men weave their minutes into values—the unthinking into "a good time while they are young." Solve this problem, reader, and satisfying success is yours: solve it not, and you find yourself one fly among ten thousand in a bottle. Tackle the problem and win—or beg the question and lose. The decision lies with you.

For each business man or woman to learn everything anew for themselves is extravagant waste. Business experience has evolved principles and foundation facts which can be taught by those who know. Those who have not studied the moves in chess are mowed down as grass before a scythe, by the student of the game. Business is a game of chess—not a game of chance. Those who study it with a purpose but a single minute, eliminate from the competition all those who fool away that minute. The better our grasp of principles and facts, the sounder are our moves, and the more speedy, surer and greater our ultimate achievement. When we stop guessing and begin to KNOW, we have started for somewhere, and every thoughtful effort brings us so much nearer the goal. Countless failures are the outcome of blindfold experience, which is a groping in the dark, backing our native ability, confidence and luck—against the experience of the millions. Those who win study the moves. The careless—indifferentists—TAKE A CHANCE, and form a continuous line to the discard. Ex-President Taft said that "there is no task in life that can not be made easier by those who know."

For the dissatisfied there is hope. The self-satisfied, tho they steer for nowhere, expect every wind to waft them to harbor—a beautiful, fatuous dream, that makes no demand on initiative, and to entertain which, is equal to a resolution to be nobody.

The absence of a single fact often spells the difference between success and failure.

It is no advantage to be a bonehead in a butting contest against the wisdom of the ages.

Vastly more is lost by indecision than by wrong decision.

THE PROFESSION OF TEACHING

The poorest paid and least appreciated of educated professionals are the teachers. There is a great army of them working on small salaries from four to eight or nine months of the year, the rest of the time spending their small savings, if any, attending normals, institutes, or hunting other employment. A salary of \$70 a month for six months is only \$35 the year around, for practicing a profession which has cost years of laborious preparation and thousands of dollars to acquire. And now the normal schools are increasing, more teachers are turned out, salaries further threatened, and the experienced teacher is forced to turn to something else. In one state, Texas, where there are twenty thousand teachers, six thousand leave the profession annually. The same proportion in all other states work from two to three years only, when they become convinced that they must enter some other occupation in order to make a living. During vacation the salary stops while expenses go on. Spending every day with income shut off, going into debt which must be paid off the next term with the very hardest work which is appreciated not at all, trying to curry favor with this or that parent, trustee or "Deestricht Schule Deerektor," the average teacher should not be blamed for entering a field where he pleases only one person, himself, and where the work lasts the year around and the pay is good. Each year we have a number of grade and high school teachers who take the business course here and they NEVER FAIL TO REAP A SATISFYING FINANCIAL REWARD. The average teacher practically never has anything to invest, and so he rarely accumulates anything. This is not the whole story, but sufficient to justify our invitation to those who seek congenial, profitable employment in which substantial advancement is possible, to take a course at this school.

A MOST REMARKABLE FACT

Eighty-five per cent of the men of this country are earning \$15 a week or less. Ninety-two per cent fail in business between the age of forty and fifty-two, and ninety-five per cent have no money at the age of sixty. The late Prof. James of Harvard University declared that the average man uses only ten per cent of his brain power. These facts are submitted for your consideration. Clarence Darrow the great lawyer says that only one man in a million thinks, and the editor of System adds that all the thinkers in the United States can be placed in a ten-foot ring. This great majority wishes but does not WILL, to climb. It does not take any climbing gear along. It expects to raise itself by its own bootstraps; and so all of their lives they try to carry water in a sieve, squeeze juice out of a cork and forge ahead by standing still. Do not be one of those who try to force their automobile up hill by whistling against the wind-shield. If telling you these things counts no more with you than throwing beans against a stone wall, right here and now you classify yourself with those whose philosophy is the philosophy of the ox, namely, so much stall and hay for so much labor; you invite a life of common labor, with no money at sixty. It is really not a matter one can afford to pass by heedlessly. He who bears his hopes above wisdom; whose wisdom is consumed in confidence, will learn that ONLY TRAINING COUNTS, and he will learn it often when the bitter lesson will be bitterer because too late.

INVESTIGATION PROVES

That the chances for promotion to places of trust, profit and honor are almost two hundred times greater for the trained than for the untrained. To enter upon the battle of life against such terrific odds requires a type of confidence which is a dangerous possession. Have you this dangerous confidence? You can tell by the measure of concern the above statement arouses. Men who would never think of entering a rowing, swimming, golf, running or tennis match without training; who would never dream of entering a prize fight without preparation, nevertheless engage in the world's keenest competition unarmed and helpless. Confidence, though as high as Olympus, stands a mighty poor chance against training.

A BUSINESS COURSE NECESSARY FOR ALL

There is no use of my taking a business course—I never expect to be a bookkeeper. This is a remark we often hear from thoughtless young people, many of whom add that they prefer “outside work.” Let's see. Outside work is driving a dray, hustling bundles, digging ditches, running errands, washing windows, mowing lawns, shoveling snow, carrying in wood, etc., etc.—practically all muscle work. In New York City there are two thousand men who make from twenty-five thousand dollars a year upwards. Do you think theirs is outside work? No, but the day laborer's is. Why not refuse to study arithmetic because you do not expect to teach mathematics, or any other vital subject on the same basis? There is no one subject more vital than a knowledge of bookkeeping and business affairs in any curriculum in any school. It is the rock foundation on which to build any business success. As a business man and an employer, is it more important for the man you hire to know bookkeeping than it is for you to know how to manage your own business accurately? Do you want your bookkeeper to manage you? Do you want to be compelled to take another's word for it that you are gaining or losing? If so you are a failure before you start. A man who has not studied sculpture has as much chance to chisel a Winged Victory out of marble as he does to win in any business in this age of close competition, without business training, which is chart, compass and rudder, as well as steam. If you have nothing, you need a business education to get a start, and if you have wealth, you need it more to know how to take care of it. A young man may take a course in a medical college and his money be in a measure wasted because he is not cut out for a doctor; he may graduate in a theological school and prove a failure as a preacher; he may go to an agricultural college and never work on a farm. That is, a young man may go through life without practicing medicine or law, without preaching a sermon or doing a day's work on the farm, but he can not go through life without having business relations with his fellow men. Hence a professional education may or may not be utilized, but a business education always must be. And men every year are giving up their professions and entering business. They toy with a hobby for a while, but the time comes when they need real money, and then they go out into the avenues where it is.

This is a sectional view of the business department, the photo being taken when the Astoria Chamber of Commerce officially recognized and endorsed the school.



A substantial delegation comprised of business men, editors, attorneys and physicians of Astoria called in a body to do honor to the Astoria Business College. The program was carried out in obedience to resolutions passed at the previous regular meeting of the Chamber of Commerce, the object being to give the institution official, public recognition, to which, in the opinion of the leading citizens, it was long since entitled. Mayor Johnson made the opening address and he was followed by

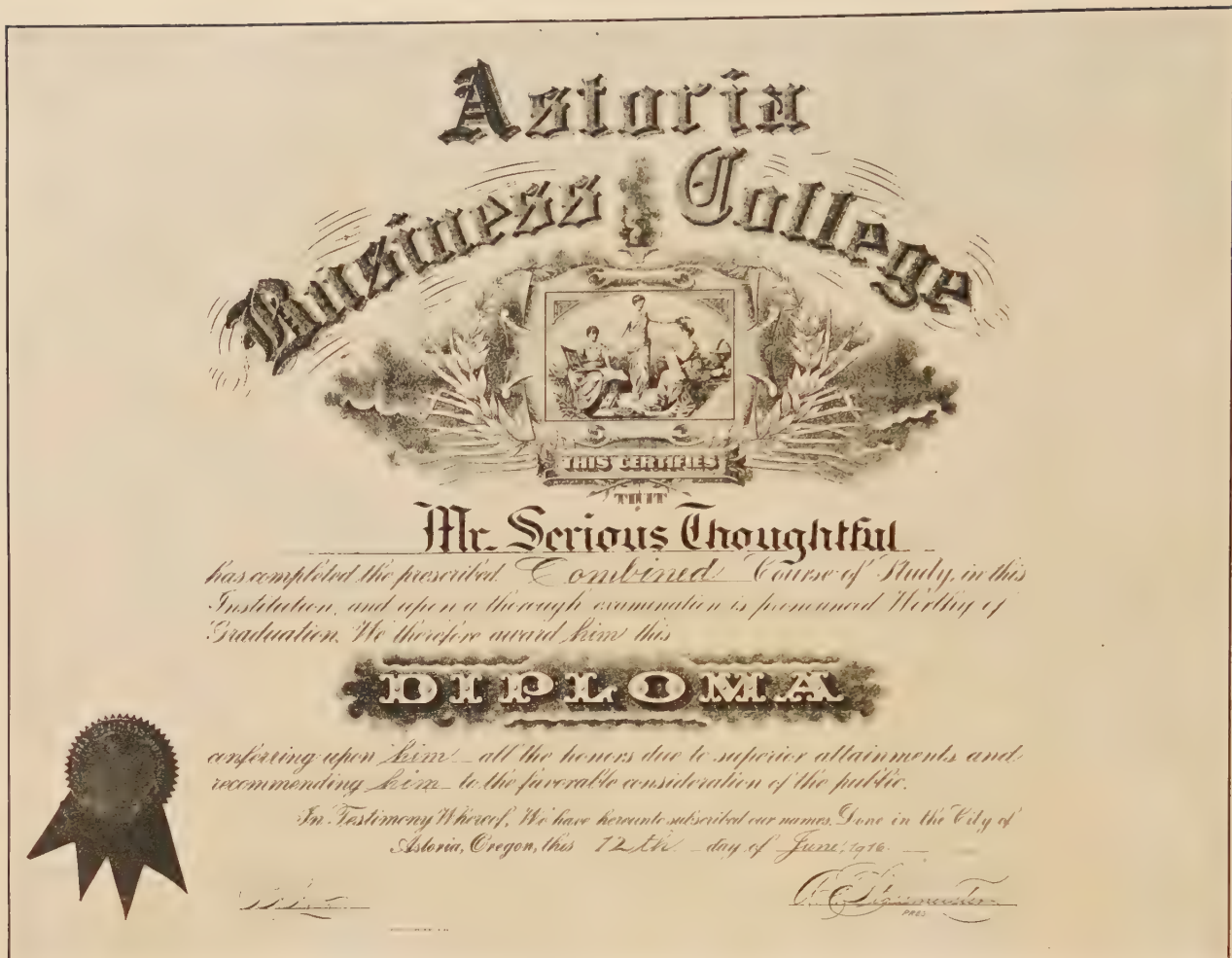
nine other speakers, all of whom commended the school in the highest terms for the excellent work it is doing for the young people of Astoria.

Order of Gregg Artists

The Order of Gregg Artists is a society of writers of Gregg Shorthand whose notes are accurate and artistic. The object of the society is the development of artistry in shorthand writing. Those are eligible for membership who pass certain required tests and receive the recommendation of the Committee of Examiners. The standard is high. The emblem of the fraternity is a triangle enclosing the letters, O. G. A. More students in proportion to attendance, have been admitted to the society from the Astoria Business College than from any other school in the state. This school is in touch with every movement in the East inaugurated for the purpose of giving commercial students throughout the land something to strive for, and in every one of the movements and contests the students of the A. I. B. C. are conspicuous at the front.



A GROUP OF GRADUATES IN BUSINESS POSITIONS.



ASTORIA BUSINESS COLLEGE DIPLOMA. ORIGINAL 17x22 INCHES.

Our diploma is a work of art. It is awarded only to those who make the required attainment and arrive at our standard of graduation. This certificate means something. It does not proclaim that the holder has been stuffed with "subjects." Subjects do not train. It means that the graduate is armed with experience instead of theories; that he is able to give a good account of himself in responsible employment. The award is for ability to DO THINGS. The holder of this diploma is practically certain to be sane, serious, modest, ambitious and anxious to do his or her best. All the light fuel has been burned out by the student who holds this certificate. He understands his relations to society and has the right point of view. He will first make good, and then make better.

THE BUSINESS COURSE FOR GIRLS

Young ladies who take the course prescribed here, are not afterwards obliged to accept menial work in somebody else's kitchen for their board and clothes and little else. Neither do they have to marry ten cent men whom they do not love, just for a home. This is the age of the bachelor girl—the business woman. The business trained young women we have sent into profitable employment earn from fifty to a hundred dollars a month. They are independent. They do not have to give consideration to every two-bit man who lives on the third floor back. They are master of their own destiny; they earn an honest living in an intellectual environment where the possibilities for growth are scarcely equaled in any other profession. A writer in the New York Evening Post has called attention to the fact that women now constitute 30 to 50 per cent of the stock holders of the great corporations in this country. According to this writer's statement there are more women shareholders than men in the following corporations:

The New York, New Haven & Hartford Railway Co.
The Pennsylvania Railroad Co.

The American Telegraph & Telephone Co.
The Boston & Maine Railroad Co.

There are many other companies in which women are large stockholders, though not in the majority. The Northern Pacific has about 26 per cent; the United States Steel nearly 50 per cent and in American sugar about half the stockholders are women. Equal opportunity enables the ambitious young woman to choose her own environment. 'Tis well.

Does Business Education Pay?

There has been much discussion in newspapers and magazines relative to the college man's salary, and the value of a college degree. Statistics supplied from two of the leading colleges in the land, disclosed that the average initial salary of a Harvard A. B. is \$15.00 a week and of a Princeton A. B. \$6.00 a week. Then there are other statistics—submitted by Dean Johnson of the School of Commerce, Accounts and Finance, of New York University. Dean Johnson shows that the graduates of this department of the University receive, the first year after graduation, an average monthly salary of \$135.30, which is an average weekly salary of \$32.50. His report further shows that these men advanced to \$42 a week the second year, and from then on show a gradual increase until the ninth year—which is as far as the statistics have been carried—when they receive an average weekly salary of \$80.00 a week. Dean Johnson's report sets forth further: The average of all members reporting was \$206.00 monthly with an average time since graduation of 3.6 years. The highest salary reported by any member of these classes was \$1,250 a month. Less than 6% are receiving less than a \$100.00 a month, and of this number two-thirds were members of the last graduating class. Forty-four per cent are receiving between \$100.00 and \$200.00 a month; forty per cent between \$200 and \$300 a month; three per cent between \$300 and \$400 a month; four per cent between \$400 and \$500 a month, and three per cent \$500 or more a month.

The report of this one school shows that in the matter of salary, the student of business enjoys a distinct advantage. The schools of engineering and technology will have a hard time to make a showing like this, a business education thus proving that it is as big as the biggest, is secured in a mere fraction of the time required for other pursuits, and its cost is a mere whisper in comparison.

Private Secretarial Course

The stenographer who can be trusted to write the firm's letters from a few notations, take care of outgoing and incoming mail, filling in, banking, filing of business and legal papers, writing telegrams and cablegrams, properly edit dictated matter, attend to shipping and billing, operate a mimeograph, writerpress, adding machine, typewriter, etc., has had private secretarial development, such as is offered in our office training and correspondence course, which is given in connection with the other subjects presented. There is an immense amount of practical information a student has to acquire from the time of entering school until he steps into a business position.

Especially must he get the business point of view; plan right here and now, the best way to get the most done right, in the shortest possible time with the least effort.

Nearly every little town is afflicted with some novice pretending to be able to teach bookkeeping, shorthand, typewriting, penmanship and the whole gamut of commercial training, and the good people seem to think that a little bookkeeping or a little shorthand is a business course. There never was a greater mistake. Those who take a business course will probably only take it once in their lives, and their whole lives will be shaped and colored by the type of efficiency with which they early come in contact. Surely this is not a matter to trifle with when careers are at stake. The best is none too good, when the future happiness and success of your son or daughter hangs in the balance. The Astoria Business College has proved its case. Its course of study equals the best in the East which has been demonstrated in contests again and again, during the past year, and by the unvarying success of those who go out into business.

The Door to Success

Is always labeled "push." If you want to secure a literary-classical training and do not know where to get the money, take a business course first, then you can work your way through any literary college in the country. You can get accounting work to do evenings or become the stenographer for any one of the many societies in college which always need and are willing to pay a stenographer, preferring one of their own number to an outsider. In a great many ways those who have a sound business training can earn their course through college. Many of the students we have had in eastern cities, used their education to earn a living and with their savings they went to night school in Chicago, in which city as well as in most others among our chief cities, there are night schools in which recognized degrees are conferred in medicine, law, theology, engineering, etc. Everything is possible to him who is determined. Drifting, dawdling and wishing is for the weaklings.

ASTORIA BUSINESS COLLEGE



A GROUP OF STUDENTS.

In my observation, extending over the work of sixty thousand employees of our company, I find the young person who enters business without going through a business college, is enormously hampered in his progress in life.—Chauncey M. Depew.

NIGHT SCHOOL

On Mondays, Wednesdays and Fridays. From 7:30 to 9:30

GET READY FOR THE JOB AHEAD

Do you know that six years ago Charles Swem was a day laborer in a mill in New Jersey; that he went to a night school, learned the same shorthand that is taught here and now is the private stenographer at twenty-one for the President of the United States? Swem went into a class of ten, every one of whom is today in the limelight. He did not wish, however—he WILLED. There is absolutely no reason why you can not get ready for a better position.

What would you think of a man who had to chop wood and was too silly or too lazy to sharpen his ax?

All subjects presented in day session taught at night, by expert instructors.

How Far Advanced Must One Be Before Taking the Business Course?

Those having a common school education can learn bookkeeping, shorthand, typewriting, penmanship, etc. If you are rusty in arithmetic, spelling, composition, etc., you may take these subjects here along with your business course without extra charge. Private attention is given those having special need. We have taken young men and women who have not been beyond the second grade, and many foreigners who had no education at all—some who could not speak plain English,—and yet many of these are today holding important positions. That is what a business college is for. It gives all their opportunity; it says to the most backward, "You can win." This is the headquarters of ENCOURAGEMENT AND RESULTS. It is amazing how much can be squeezed into a short period of six months. If for any reason your early education was neglected, we will meet your requirements whatever they are.

Training Compels Success

Were it possible to communicate with graduates of former years—from 1891 to 1915—we could supply interesting statistics of distinct successes achieved by men and women who carved out their own careers, assisted by our sound business training, which first aroused their interest, then their ambition, and made easier the problems which are solved by the untrained, if at all, only after years of bitter, costly experience. Successful inquiry would disclose a long list among our graduates of sole owners of businesses; partners in businesses, corporation officers, superintendents, department heads, accountants, auditors, bookkeepers, cashiers, public and official stenographers, private secretaries, teachers, bank and railroad employees, lawyers, etc. For we have had some thousands under our care during the past 24 years.

Investigation covering a number of years will disclose the fact that business trained men and women possess a very startling momentum and remarkable growth tendencies. Watch the scores of young people we have placed in business in and outside of Astoria during the past three years. Scarcely a week passes during which we do not learn of the promotion in salary and responsibility of one or more of them. They themselves perhaps do not now fully realize how great an asset is their training in quick, accurate thinking, planning and doing, but ten years hence, if their relative progress be then compared with that of their untrained contemporaries, it would place a thundering emphasis on the wisdom of business preparedness—THE SOONER ACQUIRED THE BETTER. If we could show the double picture in advance, it would afford sledge hammer proof that would stir the pulse of even the constitutionally careless and indifferent. It would prove that the business trained are prepared to climb; that they have the equipment which hurries promotion, and that every opportunity finds them ready.

In the absence of the double picture, the Astoria Business College will use what other means are at its disposal to inspire the youth of the section to climb and not drift; to convince them if facts will do it, that those who take our full course have a mighty hard time to avoid a front seat in class "A".

Careful estimates show that the chances for promotion to places of trust, profit and honor are almost two hundred times as great for the trained as for the untrained. The original cost of a business education viewed in the light of results, seems no greater than the cost of shipping a collar button from Skipanon to Scappoose. To save the trifling fee seems like selling a career for a doughnut.

ASTORIA BUSINESS COLLEGE

STUDENTS IN ATTENDANCE SEPT. 1913—SEPT. 1915.

Ackerman, Esther.....	Astoria, Oregon	Haggren, Elsa.....	Astoria, Oregon
Allen, Mrs. Dan.....	Astoria, Oregon	Hall, Celia.....	Astoria, Oregon
Alley, Glen.....	Astoria, Oregon	Halsan, Leif.....	Astoria, Oregon
Anderson, Aune.....	Deep River, Wash.	Hansen, Alfred.....	Astoria, Oregon
Anderson, Axel.....	Astoria, Oregon	Hardesty, Gail.....	Astoria, Oregon
Anderson, Cora.....	Grays River, Wash.	Harrison, Albert.....	Grays River, Wash.
Anderson, Hazel.....	Grays River, Wash.	Heald, Mervin.....	Astoria, Oregon
Anderson, Nellie.....	Hammond, Oregon	Helander, Birger.....	Astoria, Oregon
Antilla, John.....	Astoria, Oregon	Hendricksen, Elmer.....	Knappa, Oregon
Ashworth, Lela.....	Astoria, Oregon	Hendrickson, Ida.....	Astoria, Oregon
Backlund, Ida.....	Astoria, Oregon	Henry, Louise.....	Dahlia, Wash.
Barker, Katherine.....	Astoria, Oregon	Hermann, Victor.....	Astoria, Oregon
Bates, A. G.....	Astoria, Oregon	Hildebrand, Frank.....	Astoria, Oregon
Berglund, Charles.....	Astoria, Oregon	Hill, Arthur.....	Astoria, Oregon
Bersos, Louis.....	Astoria, Oregon	Hoeffler, Raymond.....	Astoria, Oregon
Billie, Harry.....	Astoria, Oregon	Hojer, Anna.....	Astoria, Oregon
Birch, Amy.....	Astoria, Oregon	Holmes, Earl.....	Astoria, Oregon
Birch, Ellen.....	Astoria, Oregon	Howard, William.....	Astoria, Oregon
Birch, Harold.....	Astoria, Oregon	Hull, Earl.....	Astoria, Oregon
Bishop, Onnie.....	Astoria, Oregon	Isbell, Dora.....	Astoria, Oregon
Blank, Sydney.....	Astoria, Oregon	Isbell, Frank.....	Astoria, Oregon
Bloech, Victor.....	Astoria, Oregon	Jackson, Ed.....	Astoria, Oregon
Brach, Fred.....	Astoria, Oregon	Jackson, John.....	Astoria, Oregon
Brown, Kee.....	Astoria, Oregon	Jacobsen, Chris.....	Astoria, Oregon
Burch, Alice.....	Nahcotta, Wash.	Jacobson, Elna.....	Astoria, Oregon
Cearns, Frank.....	Astoria, Oregon	Jeldness, Alva.....	Astoria, Oregon
Churchwright, Maybelle.....	Astoria, Oregon	Jeldness, Henry.....	Astoria, Oregon
Colby, Samuel.....	Waukena, Calif.	Johansen, Astor.....	Astoria, Oregon
Cosovaz, Peter.....	Astoria, Oregon	Johnson, Charles.....	Astoria, Oregon
Crabtree, Malcolm.....	Missoula, Mont.	Johnson, Ellen.....	Astoria, Oregon
Cross, Ira.....	Astoria, Oregon	Johnson, Ingrid.....	Astoria, Oregon
Dahlgren, Harold.....	Astoria, Oregon	Johnson, Jennie.....	Hammond, Oregon
Dealey, Elsie.....	Astoria, Oregon	Johnson, Lillian.....	Astoria, Oregon
Deane, Charles.....	Warrenton, Oregon	Johnson, Maybelle.....	Astoria, Oregon
Debban, Lloyd.....	Greene, Iowa	Johnson, Orlean.....	Astoria, Oregon
Dempsie, Kathleen.....	Astoria, Oregon	Johnson, Peter.....	Astoria, Oregon
Diamond, Florence.....	Clatsop, Oregon	Johnson, Ruth.....	Chinook, Wash.
Dolan, Mary.....	Astoria, Oregon	Johnson, Verne.....	Chinook, Wash.
Dybedal, P. P.....	Astoria, Oregon	Johnson, Violet.....	Astoria, Oregon
Egger, Katherine.....	Astoria, Oregon	Jones, Frieda.....	Astoria, Oregon
Ekos, Albert.....	Astoria, Oregon	Josephson, Ida.....	Astoria, Oregon
Ekos, Helen.....	Astoria, Oregon	Juntti, Bessie.....	Astoria, Oregon
Ekos, Harry.....	Astoria, Oregon	Kaakinen, J. H.....	Astoria, Oregon
Ekos, Marie.....	Astoria, Oregon	Kaufman, Mrs. C.....	Astoria, Oregon
Eskelson, Jennie.....	Astoria, Oregon	Keating, Mrs. E.....	Astoria, Oregon
Fagerstrom, Olaf.....	Astoria, Oregon	Koblitz, Edwin.....	Skamokawa, Wash.
Falconer, Bessie.....	Hammond, Oregon	Koch, Ernest.....	Astoria, Oregon
Fastabend, Violet.....	Astoria, Oregon	Koski, Lempi.....	Astoria, Oregon
Fisher, Stella.....	Astoria, Oregon	Kraus, Elsie.....	Astoria, Oregon
Franciscovich, Elizabeth.....	Astoria, Oregon	Kukura, Winnie.....	Astoria, Oregon
Gimre, Pearl.....	Astoria, Oregon	Kuntzsch, Martha.....	Astoria, Oregon
Gorman, Annie.....	Skamokawa, Wash.	Kyllonen, Ilmari.....	Astoria, Oregon
Gratke, Charles.....	Astoria, Oregon	Langdell, Louis.....	Astoria, Oregon
Gregory, Suzann.....	Astoria, Oregon	Langford, Emma.....	Astoria, Oregon
Grotting, Ole.....	Astoria, Oregon	Larson, Peter.....	Fernhill, Oregon
Gustin, Marie.....	Astoria, Oregon	Lash, H. E.....	Astoria, Oregon
Hagblom, Violet.....	Astoria, Oregon	Laukki, Esther.....	Astoria, Oregon
Haggman, Julia.....	Stanfield, Oregon		

Let no man enter into business while he is ignorant of the manner of regulating books. Never let him imagine that any degree of natural ability will supply the deficiency, or preserve a multiplicity of affairs from inextricable confusion. Bookkeeping is an art which no condition of life can render useless, which must contribute to the advantage of all who desire to be rich, and of all who desire to be wise.—DR. SAMUEL JOHNSON.

ASTORIA BUSINESS COLLEGE

STUDENTS IN ATTENDANCE SEPT. 1913—SEPT. 1915.

Leahy, Tom.....Astoria, Oregon
 Lebeck, Arthur.....Astoria, Oregon
 Leiknus, J. B.....Astoria, Oregon
 Libby, W. S.....Marshfield, Oregon
 Lindstrom, Fred.....Astoria, Oregon
 Lonberg, Albert.....Astoria, Oregon
 Lugnet, Ingrid.....Astoria, Oregon
 Luthé, Victor.....Astoria, Oregon
 Magash, Pasko.....Astoria, Oregon
 Malagamba, Charles.....Astoria, Oregon
 Malinen, Ina.....Deep River, Wash.
 Mamm, R.....Astoria, Oregon
 Marias, Joe.....Astoria, Oregon
 Marion, Frank.....Astoria, Oregon
 Martinoz, John.....Astoria, Oregon
 Mattson, Viggo.....Astoria, Oregon
 Mattson, Reina.....Svensen, Oregon
 McAlister, Mary.....Portland, Oregon
 McDermott, John.....Hammond, Oregon
 McDonald, Mrs. R.....Altoona, Wash
 McGuire, Charles.....Hammond, Oregon
 McKean, Arthur.....Astoria, Oregon
 McMullen, Charlotte.....Astoria, Oregon
 McNamara, John.....Astoria, Oregon
 Miller, Edith.....Astoria, Oregon
 Miller, Ezra.....Astoria, Oregon
 Moeller, William.....Astoria, Oregon
 Nelson, Jennie.....Astoria, Oregon
 Nelson, Sophie.....Astoria, Oregon
 Newman, D. C.....Astoria, Oregon
 Niccolson, Mrs. Bertha.....Astoria, Oregon
 Niemi, Ivar.....Astoria, Oregon
 Niemi, Jennie.....Astoria, Oregon
 Niemi, Marie.....Astoria, Oregon
 Niemi, Sam.....Seattle, Wash.
 Nott, Edwin.....Ilwaco, Wash
 Nurmi, K. A.....Astoria, Oregon
 Nyblom, Harold.....Astoria, Oregon
 Nyman, John.....Astoria, Oregon
 Ohlinger, Beth.....Vancouver, Wash.
 Olson, Borri.....Astoria, Oregon
 Olson, Elsie.....Astoria, Oregon
 Olson, Olive.....Melville, Oregon
 Onkka, Lena.....Astoria, Oregon
 Ostrum, Alida.....Astoria, Oregon
 Paldanius, Julia.....Astoria, Oregon
 Palo, Lillian.....Astoria, Oregon
 Parker, Freeman.....Astoria, Oregon
 Pedersen, Esther.....Astoria, Oregon
 Peterson, Alice.....Astoria, Oregon
 Peterson, Lydia.....Astoria, Oregon
 Peterson, Martin.....Skamokawa, Wash.
 Peterson, Severine.....Astoria, Oregon
 Pice, Oscar.....Astoria, Oregon
 Pilkington, R. J.....Astoria, Oregon
 Pongala, Sadie.....Astoria, Oregon
 Poulakis, Y.....Astoria, Oregon
 Pouttu, Matthew.....Astoria, Oregon

Promas, Jimes.....Astoria, Oregon
 Raitanen, J. H.....Astoria, Oregon
 Rannells, D. N.....Astoria, Oregon
 Raske, Ida.....Olney, Oregon
 Rasmus, Emil.....Astoria, Oregon
 Rasmussen, Harold.....Astoria, Oregon
 Ringstead, Mildred.....Astoria, Oregon
 Rintala, Nelo.....Astoria, Oregon
 Rogers, Marshall.....Ilwaco, Wash.
 Rohr, Gertrude.....Astoria, Oregon
 Rosendale, Archie.....Astoria, Oregon
 Ross, Thorburn.....Astoria, Oregon
 Rowan, C. R.....Astoria, Oregon
 Rowland, Henry.....Astoria, Oregon
 Sandvick, Arthur.....Astoria, Oregon
 Sarpola, A. J.....Astoria, Oregon
 Saunders, Ilean.....Olney, Oregon
 Shurlock, C. D.....Astoria, Oregon
 Sigurdson, Gunnar.....Warrenton, Oregon
 Sigurdson, Sig.....Warrenton, Oregon
 Simonsen, Louise.....Astoria, Oregon
 Slavich, Stella.....Astoria, Oregon
 Slotte, Herman.....Astoria, Oregon
 Smith, Ruby.....Gardiner, Oregon
 Sommeret, Carl.....Astoria, Oregon
 Sorkki, Richard.....Astoria, Oregon
 Spedden, Stella.....Astoria, Oregon
 Stine, Wilson.....Astoria, Oregon
 Sullivan, Fred.....Skipanon, Oregon
 Sund, F.....Astoria, Oregon
 Sunell, Anna.....Olney, Oregon
 Svenson, Jack.....Astoria, Oregon
 Svensson, Fred.....Astoria, Oregon
 Syvanen, Mrs. Ida.....Astoria, Oregon
 Taylor, Georgia.....Astoria, Oregon
 Terry, C. A.....Tacoma, Wash.
 Thanem, Lillian.....Port Townsend, Wash.
 Thorsen, Ruby.....Astoria, Oregon
 Thorson, O.....Astoria, Oregon
 Tichy, Jos.....Astoria, Oregon
 Tilander, A.....Astoria, Oregon
 Tolonen, Hilma.....Astoria, Oregon
 Tomberg, Arvo.....Astoria, Oregon
 Trimble, L. L.....Astoria, Oregon
 Trullinger, Clyde.....Astoria, Oregon
 Tucker, Jack.....Astoria, Oregon
 Urell, Milga.....Astoria, Oregon
 Uroda, Joe.....Astoria, Oregon
 Vasbinder, Elihu.....Astoria, Oregon
 Victorson, Tom.....Astoria, Oregon
 Voss, Agnes.....Astoria, Oregon
 Wagner, Irene.....Astoria, Oregon
 Wahl, Mrs. C. J.....Astoria, Oregon
 Wainio, Waino.....Astoria, Oregon
 Warra, Alma.....Astoria, Oregon
 Westersund, Edwin.....Astoria, Oregon
 Wickstrom, Axel.....Astoria, Oregon
 Wright, W. A.....Astoria, Oregon

The man who is fitted to take care of himself in all the conditions in which he may be placed, is in a very important sense an educated man. The savage who understands the habits of animals, who is a good hunter and fisher, is a man of education, taking into consideration his circumstances. The graduate of a university who can not take care of himself—no matter how much he may have studied—is not an educated man.—Ingersoll.

Synopsis of Courses

BUSINESS DEPARTMENT

Bookkeeping
Actual Business Practice
Banking
Office Practice
Commercial Arithmetic
Rapid Calculation
Penmanship
Business Correspondence
Practical English
Spelling
Business Forms
Business Customs
Commercial Law
Jobbing
Manufacturing
Business Ethics
Higher Accounting
Burroughs Adding Machine

SHORTHAND DEPARTMENT

Shorthand
Typewriting
Letter Writing
Spelling
Penmanship
Mimeograph
Writerpress
Punctuation
Manifolding
Tabulating
Speed Drills
Office Practice
Typewriting Blindfolded
from Dictation

ENGLISH DEPARTMENT

Preparation for
Civil Service
Principles of Bookkeeping
Reading
Spelling
Penmanship
Arithmetic
Composition
Correspondence

Special Attention to Beginners

It is not what you read in this book that will put money in your pocket, but what you ACT ON.

RATES OF TUITION

DAY SCHOOL

One month\$ 16.00
Three months\$ 40.00
Six months\$ 75.00
One year\$150.00

NIGHT SCHOOL

One month\$ 8.00
Three months\$20.00
Six Months\$35.00
One year\$60.00

General Information

SCHOOL YEAR.—The school is in session the entire year, excepting on legal holidays and the week between Christmas and New Year.

WHEN TO ENTER.—Students are received any time, and the term begins on the day the student enters. The facilities of the school are such that students receive individual instruction, no matter when they enter.

SCHOOL HOURS.—The regular school hours are from 9 A. M. until 12 M., and from 1:30 P. M. until 4 P. M., on all week days except Saturday. The rooms are open from 8:15 A. M. until 5 P. M., however, and students are permitted to put in the extra hours without further charge.

TIME REQUIRED.—The time needed depends on previous preparation, diligence and ability of student. No slow student is unnecessarily forced or an apt scholar kept back. The average time is six months for the shorthand course and the same for the business course. The preparatory course varies in length according to the needs of the student. The combination course is one year.

NIGHT SCHOOL.—The evening school is in session from 7:30 P. M. until 9:30 P. M. on Monday, Wednesday and Friday evenings from September to June.

MONTHLY REPORTS.—Regular monthly reports will be sent to parents or guardians when requested.

SICKNESS.—Time lost on account of sickness, if it amounts to one week or more, will be made up.

WORK FOR BOARD.—We have a number of places in which by doing light work out of school hours, students may earn their board.

BOARD AND ROOM.—Young people from out of the city will be helped to good boarding places. Reasonable charges are made.

EMPLOYMENT BUREAU.—Our employment department placed every graduate in business. It had more positions during the year than there were finished students to send out.

ENTRANCE EXAMINATIONS are not required. No matter how limited your education, we will help you to succeed.

LIBRARY AND CHURCH PRIVILEGES.—Students have free access to our excellent public library. In the church work all the leading denominations are represented and strangers receive a most cordial welcome. Visiting students will be introduced on request to the pastor of any church they wish to attend.

On arrival in the city students should come direct to the college. The manager will conduct you to a boarding house and attend to your baggage.

If I were fifteen years of age again and wanted to be earning \$25,000 a year by the time I was thirty, I would study to become a stenographer and get into a manager's office.—Frederick Irland, Official Reporter U. S. House of Representatives.

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